

Oklahoma State Department of Health

PLEASE READ THESE INSTRUCTIONS PRIOR TO COMPLETING THE QUESTIONNAIRE: The purpose of this questionnaire is to aid in describing the unclassified position in terms of its duties and responsibilities. Please use great care in completing this form so that answers give a clear and complete understanding of this job. The information provided will play a critical role in job description development and job evaluation. If there is not enough space to answer a question, please complete the answer (identified by question number) on a separate page and include it with submission of the completed questionnaire. Completion of this form should not require any research or more than an hour to complete. Skip any questions for which the answers are not known and allow the supervisor to complete those questions.

This completed form must include an accurate organizational chart reflecting this position within the Oklahoma State Department of Health. If a computer or software is not accessible for completion of an organizational chart, the chart may be hand drawn. The supervisor of this position is also an excellent resource for obtaining an organizational chart. **Please submit this completed questionnaire and attachments to Human Resources no later than June 27, 2012.**

If there are any questions regarding completion of this form, please contact Debbie Boyer, Chief of Human Resources, at 405-271-9444 extension 56190 or DebbieBo@health.ok.gov.

UNCLASSIFIED POSITION DESCRIPTION QUESTIONNAIRE		
Unclassified Job Title: MCH Consultant		PIN: 34002645
Unclassified Working Title: Chief, Family Support & Prevention Service		
Incumbent(s): Annette Wisk Jacobi		
Primary Contact (Name, Phone, E-Mail): Annette Jacobi, (405)71-7611, annettej@health.ok.gov		
Work Location:	<input type="checkbox"/> Commissioner's Office <input checked="" type="checkbox"/> Community and Family Health Services <input type="checkbox"/> Protective Health Services	<input type="checkbox"/> Chief Operating Officer <input type="checkbox"/> Prevention and Preparedness Services
Service Area or County Health Department: Family Support & Prevention Service		
Supervisor (Name, Phone, E-Mail): Steve Ronck; (405) 271-5585; SteveR@health.ok.gov		PIN: 304001799

1. **Position Purpose:** Is there a job in the classified service that performs similar responsibilities?

No Yes

If yes, what position do you recommend? Click here to enter text.

Please continue to complete the remainder of the questionnaire.

State briefly the principal purpose or focus of this position. Describe the primary function of the position (**what** the position must accomplish) and the major objective (**why** that function is performed).

Provide leadership, vision and administrative direction of the majority of the State's child abuse prevention services and efforts. Primary duties include funding and implementing direct services to families by providing evidence-based home visitation services, population-based education and activities; and trainings for professionals working within the prevention and child protection systems. Connected to these three areas of work are the additional duties of supervising staff, contract development, budget oversight, program evaluation, and reporting.

2. **Service Area/County Health Department Function:** Describe the mission, role, and services provided by the service area/county health department in which this position is located.

The Family Support & Prevention Service strives to improve the health and welfare of Oklahoma's children and reduce the incidents of child abuse and neglect by providing funding, training, technical assistance and oversight to home visitation programs; providing training to professionals working the prevention and child protection systems; educating the public and interested stakeholders about prevention strategies; and supporting the overall network of child abuse prevention at the local, state and national level.

3. **Organizational Structure:** Attach an accurate organizational chart. The chart should show in detail the organizational structure above and below this position(s). Identify each position or group of positions by job title and number of incumbents. Circle this position on the organizational chart.

4. **Primary Duties:** List the various duties of the job. Describe these duties so specifically that they will be clear to someone who is not familiar with the work. Please estimate the percentage of time spent performing each duty. The total of the percentages should equal 100%. If supervisory duties are assigned, be sure to describe those duties in detail as well. Please rank the duties in order of importance (most important first). Describe the work assignments over a long enough period of time to present a complete picture of the job as a whole. *Attach additional sheets if necessary.*

Examples: Prepares administrative, statistical and/or fiscal documents pertaining to departmental activity. Prepares invoices and payments of claims, requisitions, and purchase orders. Organizes activities of the administrator's office to include: screening calls and visitors, scheduling appointments, and tracking projects and deadlines.

Duty Statements	Percentage of Time Spent
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<ul style="list-style-type: none"> • Supervise staff that administer child abuse prevention programs and activities. • Assure the development and implementation of contracts focused on direct services, trainers, speakers, evaluation, etc. • Assure the development and implementation of Invitations to Bid, contracts and Requests for Proposals for direct services, trainers, speakers, evaluation, etc. • Assure the development, accuracy and timely submission of grant applications. • Assure the development, accuracy and timely submission of annual reports. • Assure that staff at the central office, as well as those providing services, are appropriately trained. • Assure that all programs and activities are thoroughly and accurately evaluated for effectiveness and efficiency. • Assure that continuous quality improvement and quality assurance activities are conducted for all programs and activities. • Review, monitor and approve all program budgets. • Hire, supervise and discipline, if necessary, staff. • Communicate on a regular basis with internal staff, OSDH internal partners, Deputy Commissioner and a variety of external partners and stakeholders. • Represent the agency on Boards, committees, task forces (i.e. Child Death Review Board, National Alliance of Children's Trust and Prevention Funds) as well as attend numerous internal meetings. • Review and follow up on child abuse and critical incident reports made regarding children being served within OSDH funded prevention programs. • Provide technical assistance and consultation to those working with families. 	13% 10% 10% 10% 10% 1% 5% 2% 1% 3% 33% 1% 1%
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5. **Subordinate Positions:** Does this position supervise other employees? Yes No
 If yes, do any of these employees supervise others? Yes No

List the number, job title, and name of employees this position directly supervises.

NOTE: Supervision must include approval of leave and completion of performance evaluations.

Number of Employees Supervised	Job Titles and Names of Employees Supervised	PIN
3	MIECHV Grant Coordinator, Kathie Burnett	34001701
1	Administrative Program Office, VACANT	34002961
Click here to enter text.	SEE ATTACHMENT for additional employees	Click here to enter text.

6. **Subordinate Responsibility:** What is the nature and extent of the responsibility for employees under the supervision of this position?

Check all that apply to the job.

<input checked="" type="checkbox"/> Plan work of others <input checked="" type="checkbox"/> Distribute work to others <input checked="" type="checkbox"/> Check work of others <input checked="" type="checkbox"/> Approve work of others <input checked="" type="checkbox"/> Train employees <input checked="" type="checkbox"/> Evaluate performance <input checked="" type="checkbox"/> Establish unit policy/procedure	<input checked="" type="checkbox"/> Recommend <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> Approve <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
		Hire new employees Terminate employees Promote employees Demote employees Discipline employees Approve leave Approve pay increases

Describe the general purpose and type of work performed by employees supervised by this position.

- Staff develop policies and procedures related to services,
- Organize trainings and in some instances are the trainers
- Provide technical assistance to those in the field providing services to families or working with the child abuse prevention and/or child protection system
- Conduct site visits for all sites providing services as part of the quality assurance process
- Evaluate program efforts as part of the overall quality improvement efforts
- Interpret and report data findings to service providers and funders
- Organize local and statewide activities for those interested in child abuse prevention
- Promote child abuse prevention strategies through effective marketing
- Participate on a variety of committees, task force, boards related to strengthening families

7. **Quantitative Data:** Indicate important scope data which impacts how you do your job and demonstrates its size or effect on the organization. State all figures on an annual basis. Estimated numbers are satisfactory.

This applies only to the dollar amounts for which this position has direct responsibility.

Item	Amount
Annual Operating Budget:	\$24 million
Total operating budget for which you are held accountable (if any):	\$24 million
Annual Revenues:	\$24 million
Number of Subordinates:	8

Please list any other pertinent scope data below:

Responsible for approximately 40 contracts for direct services, evaluation and other prevention related activities.	Click here to enter text.
Required to work routinely with the federal entities such as the Health Resources and Services Administration and the Administration for Children and Families	Click here to enter text.

8. **Principal Challenges:** Describe the nature and variety of the most typical and the most complex problems this position faces as well as short- and long-term challenges.

The most typical type of problem involves internal process issues such as how to develop and complete contracts, how to work with Human Resources to hire staff, or how to develop and route grant application and reports.

The most complex type of problem involves envisioning a new program or way to do business that requires multiple partners outside of the agency. Be able to clearly articulate the end goal and bring together the appropriate individuals and agencies to achieve the goal is crucial. This position requires a "big picture" person with knowledge of multiple systems.

Short term challenges include how to manage navigate through state systems such as the newly consolidated Information Technology Services at the Office of State Finance in order to obtain goods or services such as a new database for program evaluation purposes.

Long term challenges include how to provide needed services when the cost of business continues to rise (i.e. travel, insurance premiums) and yet, agency budgets remain flat or are reduced. The need for services has increased and the capability to provide the services has been reduced. In addition, the ability to locate, hire and retain highly educated, competent staff is a tremendous challenge. The salaries are typically low and the stress associated with the work is high.

9. **Authority and Responsibility:** What types of decisions does this position have the power to make without seeking approval, as well as those which must be referred to a superior?

Overall this position has the authority to make decisions with the exception of the final approval for staff travel, personnel issues (hiring/termination/pay increases) and significant budget issues. In general, most decisions are made at the Chief level unless there is a need to have the Deputy Commissioner or Leadership involved.

Does this position have delegated authority or responsibility? If yes, please describe.

This position has mandated duties and responsibilities as outlined in state statute. Title 63 O.S. 1- 227 Sections 1 – 9 outlines the work related to the Office of Child Abuse Prevention; Title 63 O.S. 1- 110 outlines the work of Children First; Title 63 O.S. 1-232 outlines the work of the Shaken Baby Prevention Education Initiative Task Force; Title 63 O.S. 1-740 outlines the work related to the Alternatives-to-Abortion Services.

Who assigns work to this position (Name and Title)?

Steve Ronck, Deputy Commissioner of Community and Family Health Services

What aspects of the work are checked or reviewed by others?

Grant applications and annual reports are reviewed by the Deputy Commissioner and routed through agency Leadership.

Who checks the work upon completion (Name and Title)?

Steve Ronck, Deputy Commissioner of Community and Family Health Services

What level of supervision or direction is received in performing assigned duties (check one):

- Assignments are well detailed and well prescribed by the supervisor.
- Assignments are prescribed, but the methods are not typically reviewed nor controlled while the work is in progress.
- Position is free from both technical and administrative oversight while the work is in progress.
- Position is free from active technical control in planning and carrying out work responsibilities.
- Position is provided with technical and administrative freedom to plan, develop and organize all phases of the work necessary for its completion within broad program guidelines.

What kinds of errors in judgment or performance can be made by this position?

Example: Misuse or inappropriate use of funds or failing to meet reporting requirements for grants.

- Misuse or inappropriate use of funds
- Failure to understand funding limitations (ie.e.braiding, blending, matching, maintenance of effort and leveraging)
- Failure to submit Grant applications by due date
- Failure to submit reports by due date
- Failure to adequately train staff – particularly those providing direct services
- Failure to develop programmatic policies and procedures that assure best practices and comply with laws
- Not recognizing necessary partners, particularly those outside of the agency, to carry out work
- Failure to evaluate the measures that contribute to programs' quality and improvement
- Failure to communicate internal information to staff and others involved in child abuse prevention efforts
- Failure to understand current science and strategies related to prevention
- Failure to understand the bureaucratic processes that allow the work to occur
- Failure to recognize how the Service's work impacts/connects to others'

What are the consequences if such an error or mistake is made?

Example: Loss of federal funds

- Loss of funding, staff and a reduction in quality of service which can result in tragedy for young children. Ultimately, mistakes can allow children to be harmed and/or killed.

10. Key Contacts: Many positions require contact with other sources to accomplish tasks such as gathering information or ensuring coordination. These sources are considered key contacts.

What are the most significant professional contacts you have *within* the organization? Describe approximately how often per month they occur and their purpose. Consider only contacts other than your immediate superior or subordinates. Contacts may be individuals (by title) or groups (departments, task forces, committees, etc.).

<u>Contact</u>	<u>Frequency</u>	<u>Purpose</u>
<u>Chiefs, Community and Family Health Services</u>	<u>Monthly</u>	<u>Share information</u>
<u>Evaluation Team</u>	<u>Twice monthly with additional meetings as needed</u>	<u>Develop, implement and improve program evaluation, data collection and reporting</u>
<u>Budget and Funding</u>	<u>Monthly</u>	<u>Monitor and Adjust</u>
<u>Procurement</u>	<u>As needed</u>	<u>Purchase items and services</u>
<u>See attachment for additional Contacts</u>	Click here to enter text.	Click here to enter text.

What (by title or group) are the most significant job related contacts you have *outside* the organization? (i.e., vendors, trade associations, members, etc.).

<u>Contact</u>	<u>Frequency</u>	<u>Purpose</u>
<u>National Alliance of Trust and Prevention Funds (in general and Board of Directors)</u>	<u>Twice monthly by phone and annually in person</u>	<u>Assure progress of Alliance activities, oversight of budget and staff</u>
<u>Interagency Child Abuse Prevention Task Force</u>	<u>Monthly</u>	<u>Develop State Plan for Child Abuse Prevention; make recommendations for awards/review prevention contracts</u>
<u>The Shaken Baby Prevention Education Initiative Task Force</u>	<u>Six times annually</u>	<u>Determine and implement strategies that will reduce the incidents of abusive head trauma</u>
<u>Child Abuse Training and Coordination Council</u>	<u>Monthly</u>	<u>Review the Child Abuse Multidisciplinary Teams' application, provide support for the Teams and determine topics for trainings</u>
<u>See attachment for additional contacts</u>	Click here to enter text.	Click here to enter text.

11. **Technology and Confidentiality:** Does this position require advanced knowledge of any specialized software programs? (i.e. Word, Excel, Access, etc.) If so, please list programs and how knowledge is applied.

Knowledge of Microsoft Office Suites programs such as Word, Outlook, Excell and Powerpoint are necessary.

Does this position have access to sensitive or confidential information? (i.e. protected health information, financials, etc.) If so, please explain the nature of this access.

This position does not have access to such information on a routine basis. However, this position may work with confidential client information when reviewing child abuse reports, critical incidents, working on data connected with evaluation and/or annual reports, or participating in record reviews during site visits.

12. Minimum Qualifications: What education is required to be fully competent in the job?

- High School
- Associate Degree
- Bachelors Degree
- Masters Degree
- Other Degree (Ph.D., JD, etc.): Click here to enter text.
- License or Certification (CPA, CCP, etc.) Click here to enter text.

What experience is required to be fully competent in the job?

- Up to 1 year experience
- 2 to 4 years
- 5 to 7 years
- 8 to 10 years

Beyond the minimum qualifications indicated above for education and experience, are there any preferred qualifications? Please be specific. Excellent communication skills, both written and oral, are required. Experience and competence in child abuse prevention strategies and related social sciences. The ability to understand and interpret data is a must.

13. Leadership Effectiveness Framework Competencies: What Leadership Effectiveness Framework competencies (adopted from the United States Office of Personnel Management) are required to be fully competent in the job (please check all that apply)?

Basic

- Decisiveness: Makes sound and well-informed decisions; perceives the impact and implications of decisions; commits to action, even in uncertain situations, in order to accomplish organizational goals; and causes change.
- Flexibility: Open to change and new information, changing conditions, or unexpected obstacles; and effectively deals with pressure and ambiguity.
- Interpersonal Skills: Considers and responds appropriately to the needs, feelings, and capabilities of others; and adapts to suit various people and situations.
- Leadership: Inspires, motivates, and guides others toward goal accomplishment; coaches, mentors, and challenges subordinates; adapts leadership styles to a variety of situations; and models high standards of honesty, integrity, trust, openness, and respect for the individual by applying these values to daily behaviors.
- Oral Communication: Expresses ideas and facts to individuals and groups effectively; makes clear and convincing oral presentations; listens to others; and facilitates an open exchange of ideas.
- Problem Solving: Identifies and analyzes complex problems; uses sound reasoning to arrive at conclusions; finds alternative solutions; and distinguishes between relevant and irrelevant information to make logical judgments.

- Self-Direction: Demonstrates belief in own abilities and ideas; is self-motivated and results-oriented; recognizes own strengths and weaknesses; and seeks feedback from others and opportunities for self-learning and development.
- Technical Competence: Understands and appropriately applies procedures, requirements, regulations, and policies related to specialized expertise; and maintains credibility with others on technical matters.
- Written Communication: Expresses facts and ideas in writing in a succinct and organized manner.

Supervisory

- Conflict Management: Manages and resolves conflicts, confrontations, and disagreements in a constructive manner to minimize negative personal impact.
- Human Resource Management: Empowers people by sharing power and authority; develops lower levels of leadership by pushing authority downward and outward throughout the organization; shares rewards for achievement with employees; ensures staff are appropriately selected, utilized, appraised, developed, and treated in a fair and equitable manner.
- Influencing/Negotiating: Persuades others; develops networks and coalitions; gains cooperation from others to obtain information and accomplish goals; negotiates to find mutually acceptable solutions; and works toward consensus.
- Managing Diverse Workforce: Sensitive to cultural, race, gender, and other diversity issues in the workforce and manages diversity appropriately.
- Team Building: Manages group processes; encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; and works with others to achieve goals.

Managerial

- Client Orientation: Anticipates and meets the needs of clients; achieves quality end-products; and is committed to improving services.
- Creative Thinking: Develops new insights into situations and applies innovative solutions to make organizational improvements; and designs and implements new or cutting-edge programs and processes.
- Financial Management: Prepares, justifies, and/or administers the financial resources for program area; and plans, administers, and monitors expenditures to ensure cost-effective support of programs and policies.
- Management Controls/Integrity: Assures that effective management controls are developed and maintained to ensure the integrity of the organization.
- Planning and Evaluating: Determines objectives and strategies; coordinates with others to accomplish goals; monitors and evaluates the progress and outcomes of operational plans; and anticipates potential threats and/or opportunities.
- Technology Management: Integrates technology into the workplace; develops strategies using new technology to manage and improve program effectiveness; and understands the impact of technological changes on the organization.

Executive

- Building Coalitions/Communications: Ability to build coalitions internally and with other federal agencies, state and local governments, nonprofit and private sector organizations, or other entities to achieve common goals. This involves competency in the areas of oral communications, written communications, influencing/negotiating, partnering, political savvy, interpersonal skills, accountability, problem solving, decisiveness, customer service, entrepreneurship, and technical credibility.
- Business Acumen: Ability to manage human, financial, and information resources strategically. This involves competency in the areas of financial management, human resource management, and technology management.
- Leading Change: Ability to bring about strategic change, both within and outside the agency, to meet organizational goals. Inherent to this competency is the ability to establish an organizational vision and to implement it in a continuously changing environment. This involves competency in the areas of vision, external awareness, creativity and innovation, strategic thinking, continual learning, resilience, flexibility, and service motivation.
- Leading People: Ability to lead people toward meeting the agency's vision, mission, and goals. Inherent to this competency is the ability to provide an inclusive workplace that fosters the development of others; facilitates cooperation and teamwork; and supports constructive resolution of conflicts. This involves competency in the areas of conflict management, cultural awareness, team building, and integrity/honesty.

14. Core Competencies for Public Health Professionals: What core competencies for public health professionals (adopted from the Council on Linkages) are required to be fully competent in the job (please check all that apply)?

Tier 1 competencies typically apply to entry level public health professionals that have limited experience in public health and are not in management positions. Tier 2 competencies typically apply to employees with management and/or supervisory responsibilities. Tier 3 typically competencies apply to senior managers and/or leaders of public health organizations.

Analytical/Assessment Skills

- Tier 1: Identifies the health status of populations and their related determinants of health and illness; Describes the characteristics of a population-based health problem; Uses variables that measure public health conditions; Uses methods and instruments for collecting valid and reliable quantitative and qualitative data; Identifies sources of public health data and information; Recognizes the integrity and comparability of data; Identifies gaps in data sources; Adheres to ethical principles in

the collection, maintenance, use, and dissemination of data and information; Describes the public health applications of quantitative and qualitative data; Collects quantitative and qualitative community data; Uses information technology to collect, store, and retrieve data; Describes how data are used to address scientific, political, ethical, and social public health issues.

Tier 2: Assesses the health status of populations and their related determinants of health and illness; Describes the characteristics of a population-based health problem; Generates variables that measure public health conditions; Uses methods and instruments for collecting valid and reliable quantitative and qualitative data; References sources of public health data and information; Examines the integrity and comparability of data; Identifies gaps in data sources; Employs ethical principles in the collection, maintenance, use, and dissemination of data and information; Interprets quantitative and qualitative data; Makes community-specific inferences from quantitative and qualitative data; Uses information technology to collect, store, and retrieve data; Uses data to address scientific, political, ethical, and social public health issues.

Tier 3: Reviews the health status of populations and their related determinants of health and illness conducted by the organization; Describes the characteristics of a population-based health problem; Evaluates variables that measure public health conditions; Critiques methods and instruments for collecting valid and reliable quantitative and qualitative data; Expands access to public health data and information; Evaluates the integrity and comparability of data; Rectifies gaps in data sources; Ensures the application of ethical principles in the collection, maintenance, use, and dissemination of data and information; Integrates the findings from quantitative and qualitative data into organizational operations; Determines community specific trends from quantitative and qualitative data; Uses information technology to collect, store, and retrieve data; Incorporates data into the resolution of scientific, political, ethical, and social public health concerns; Identifies the resources to meet community health needs.

Policy Development/Program Planning Skills

Tier 1: Gathers information relevant to specific public health policy issues; Describes how policy options can influence public health programs; Explains the expected outcomes of policy options; Gathers information that will inform policy decisions; Describes the public health laws and regulations governing public health programs; Participates in program planning processes; Incorporates policies and procedures into program plans and structures; Identifies mechanisms to monitor and evaluate programs for their effectiveness and quality; Demonstrates the use of public health informatics practices and procedures; Applies strategies for continuous quality improvement.

Tier 2: Analyzes information relevant to specific public health policy issues; Analyzes policy options for public health programs; Determines the feasibility and expected outcomes of policy options; Describes the implications of policy options; Uses decision analysis for policy development and program planning; Manages public health programs consistent with public health laws and regulations; Develops plans to implement policies and programs; Develops policies for organizational plans, structures, and programs; Develops mechanisms to monitor and evaluate programs for their effectiveness and quality; Incorporates public health informatics practices; Develops strategies for continuous quality improvement.

Tier 3: Evaluates information relevant to specific public health policy issues; Decides policy options for public health organization; Critiques the feasibility and expected outcomes of various policy options; Critiques selected policy options using data and information; Determines policy for the public health organization with guidance from the organization's governing body; Critiques decision analyses that result in policy development and program planning; Ensures public health programs are consistent with public health laws and regulations; Implements plans and programs consistent with policies; Ensures the consistency of policy integration into organizational plans, procedures, structures, and programs; Critiques mechanisms to evaluate programs for their effectiveness and quality; Oversees public health informatics practices and procedures; Implements organizational and system-wide strategies for continuous quality improvement; Integrates emerging trends of the fiscal, social and political environment into public health strategic planning.

Communication Skills

Tier 1: Identifies the health literacy of populations served; Communicates in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency; Solicits community-based input from individuals and organizations; Conveys public health information using a variety of approaches; Participates in the development of demographic, statistical, programmatic and scientific presentations; Applies communication and group dynamic strategies in interactions with individuals and groups.

Tier 2 : Assesses the health literacy of populations served; Communicates in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency; Solicits input from individuals and organizations; Uses a variety of approaches to disseminate public health information; Presents demographic, statistical, programmatic, and scientific information for use by professional and lay audiences; Applies communication and group dynamic strategies in interactions with individuals and groups.

Tier 3 : Ensures that the health literacy of populations served is considered throughout all communication strategies;

Communicates in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency; Ensures that the public health organization seeks input from other organizations and individuals; Ensures a variety of approaches are considered and used to disseminate public health information; Interprets demographic, statistical, programmatic, and scientific information for use by professional and lay audiences; Applies communication and group dynamic strategies in interactions with individuals and groups; Communicates the role of public health within the overall health system.

Cultural Competency Skills

Tier 1: Incorporates strategies for interacting with persons from diverse backgrounds; Recognizes the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services; Responds to diverse needs that are the result of cultural differences; Describes the dynamic forces that contribute to cultural diversity; Describes the need for a diverse public health workforce; Participates in the assessment of the cultural competence of the public health organization.

Tier 2: Incorporates strategies for interacting with persons from diverse backgrounds; Considers the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services; Responds to diverse needs that are the result of cultural differences; Explains the dynamic forces that contribute to cultural diversity; Describes the need for a diverse public health workforce; Assesses public health programs for their cultural competence.

Tier 3: Ensures that there are strategies for interacting with persons from diverse backgrounds; Ensures the consideration of the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services; Responds to diverse needs that are the result of cultural differences; Assesses the dynamic forces that contribute to cultural diversity; Assesses the need for a diverse public health workforce; Assesses the public health organization for its cultural competence; Ensures the public health organization's cultural competence.

Community Dimensions of Practice Skills

Tier 1: Recognizes community linkages and relationships among multiple factors (or determinants) affecting health; Demonstrates the capacity to work in community-based participatory research efforts; Identifies stakeholders; Collaborates with community partners to promote the health of the population; Maintains partnerships with key stakeholders; Uses group processes to advance community involvement; Describes the role of governmental and non-governmental organizations in the delivery of community health services; Identifies community assets and resources; Gathers input from the community to inform the development of public health policy and programs; Informs the public about policies, programs, and resources.

Tier 2: Assesses community linkages and relationships among multiple factors (or determinants) affecting health; Collaborates in community-based participatory research efforts; Establishes linkages with key stakeholders; Facilitates collaboration and partnerships to ensure participation of key stakeholders; Maintains partnerships with key stakeholders; Uses group processes to advance community involvement; Distinguishes the role of governmental and non-governmental organizations in the delivery of community health services; Negotiates for the use of community assets and resources; Uses community input when developing public health policies and programs; Promotes public health policies, programs, and resources.

Tier 3: Evaluates the community linkages and relationships among multiple factors (or determinants) affecting health; Encourages community-based participatory research efforts within the public health organization; Establishes linkages with key stakeholders; Ensures the collaboration and partnerships of key stakeholders through the development of formal and informal agreements; Maintains partnerships with key stakeholders; Uses group processes to advance community involvement; Integrates the role of governmental and non-governmental organizations in the delivery of community health services; Negotiates for the use of community assets and resources through MOUs and other formal and informal agreements; Ensures community input when developing public health policies and programs; Defends public health policies, programs, and resources; Evaluates the effectiveness of community engagement strategies on public health policies, programs, and resources.

Public Health Sciences Skills

Tier 1: Describes the scientific foundation of the field of public health; Identifies prominent events in the history of the public health profession; Relates public health science skills to the Core Public Health Functions and Ten Essential Services of Public Health; Identifies the basic public health sciences (including, but not limited to biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral health sciences); Describes the scientific evidence related to a public health issue, concern, or, intervention; Retrieves scientific evidence from a variety of text and electronic sources; Discusses the limitations of research findings; Describes the laws, regulations, policies and procedures for the ethical conduct of research; Partners with other public health professionals in building the scientific base of public health.

Tier 2: Discusses the scientific foundation of the field of public health; Distinguishes prominent events in the history of the public health profession; Relates public health science skills to the Core Public Health Functions and Ten Essential Services of

Public Health; Applies the basic public health sciences (including, but not limited to biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral health sciences) to public health policies and programs; Conducts a comprehensive review of the scientific evidence related to a public health issue, concern, or, intervention; Retrieves scientific evidence from a variety of text and electronic sources; Determines the limitations of research findings; Determines the laws, regulations, policies and procedures for the ethical conduct of research; Contributes to building the scientific base of public health.

Tier 3: Critiques the scientific foundation of the field of public health; Explains lessons to be learned from prominent events in the history in comparison to the current events of the public health profession; Incorporates the Core Public Health Functions and Ten Essential Services of Public Health into the practice of the public health sciences; Applies the basic public health sciences (including, but not limited to biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral health sciences) to public health policies and programs; Integrates a review of the scientific evidence related to a public health issue, concern, or, intervention into the practice of public health; Synthesizes scientific evidence from a variety of text and electronic sources; Critiques the limitations of research findings; Advises on the laws, regulations, policies and procedures for the ethical conduct of research; Contributes to building the scientific base of public health; Establishes partnerships with academic and other organizations to expand the public health science base and disseminate research findings.

Financial Planning and Management Skills

Tier 1: Describes the local, state, and federal public health and health care systems; Describes the organizational structures, functions, and authorities of local, state, and federal public health agencies; Adheres to the organization's policies and procedures; Participates in the development of a programmatic budget; Operates programs within current and forecasted budget constraints; Identifies strategies for determining budget priorities based on federal, state, and local financial contributions; Reports program performance; Translates evaluation report information into program performance improvement action steps; Contributes to the preparation of proposals for funding from external sources; Applies basic human relations skills to internal collaborations, motivation of colleagues, and resolution of conflicts; Demonstrates public health informatics skills to improve program and business operations; Participates in the development of contracts and other agreements for the provision of services; Describes how cost-effectiveness, cost-benefit, and cost-utility analyses affect programmatic prioritization and decision making.

Tier 2: Interprets the interrelationships of local, state, and federal public health and health care systems for public health program management; Interprets the organizational structures, functions, and authorities of local, state, and federal public health agencies for public health program management; Develops partnerships with agencies within the federal, state, and local levels of government that have authority over public health situations or with specific issues, such as emergency events; Implements the judicial and operational procedures of the governing body and/or administrative unit that oversees the operations of the public health organization; Develops a programmatic budget; Manages programs within current and forecasted budget constraints; Develops strategies for determining budget priorities based on federal, state, and local financial contributions; Evaluates program performance; Uses evaluation results to improve performance; Prepares proposals for funding from external sources; Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts; Applies public health informatics skills to improve program and business operations; Negotiates contracts and other agreements for the provision of services; Uses cost-effectiveness, cost-benefit, and cost-utility analyses in programmatic prioritization and decision making.

Tier 3 : Leverages the interrelationships of local, state, and federal public health and health care systems for public health program management; Leverages the organizational structures, functions, and authorities of local, state, and federal public health agencies for public health program management; Manages partnerships with agencies within the federal, state, and local levels of government that have authority over public health situations or with specific issues, such as emergency events; Manages the implementation of the judicial and operational procedures of the governing body and/or administrative unit that oversees the operations of the public health organization; Defends a programmatic and organizational budget; Ensures that programs are managed within current and forecasted budget constraints; Critiques strategies for determining budget priorities; Determines budgetary priorities for the organization; Evaluates program performance; Uses evaluation results to improve performance; Approves proposals for funding from external sources; Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts; Integrates public health informatics skills into program and business operations; Approves contracts and other agreements for the provision of services; Includes the use of cost-effectiveness, cost-benefit, and cost-utility analyses in programmatic prioritization and decision making; Incorporates data and information to improve organizational processes and performance; Establishes a performance management system.

Leadership and Systems Thinking Skills

Tier 1: Incorporates ethical standards of practice as the basis of all interactions with organizations, communities, and individuals; Describes how public health operates within a larger system; Participates with stakeholders in identifying key public health values and a shared public health vision as guiding principles for community action; Identifies internal and external problems that may affect the delivery of Essential Public Health Services; Uses individual, team and organizational learning opportunities for personal and professional development; Participates in mentoring and peer review or coaching opportunities;

Participates in the measuring, reporting and continuous improvement of organizational performance; Describes the impact of changes in the public health system, and larger social, political, economic environment on organizational practices.

Tier 2: Incorporates ethical standards of practice as the basis of all interactions with organizations, communities, and individuals; Incorporates systems thinking into public health practice; Participates with stakeholders in identifying key values and a shared vision as guiding principles for community action; Analyzes internal and external problems that may affect the delivery of Essential Public Health Services; Promotes individual, team and organizational learning opportunities; Establishes mentoring, peer advising, coaching or other personal development opportunities for the public health workforce; Contributes to the measuring, reporting and continuous improvement of organizational performance; Modifies organizational practices in consideration of changes in the public health system, and the larger social, political, and economic environment.

Tier 3: Incorporates ethical standards of practice as the basis of all interactions with organizations, communities, and individuals; Integrates systems thinking into public health practice; Partners with stakeholders to determine key values and a shared vision as guiding principles for community action; Resolves internal and external problems that may affect the delivery of Essential Public Health Services; Advocates for individual, team and organizational learning opportunities within the organization; Promotes mentoring, peer advising, coaching or other personal development opportunities for the public health workforce, including him or herself; Ensures the measuring, reporting and continuous improvement of organizational performance; Ensures organizational practices are in concert with changes in the public health system, and the larger social, political, and economic environment; Ensures the management of organizational change.

EMPLOYEE VERIFICATION

By my signature below, I am verifying the accuracy of the information I have provided on this Position Description Questionnaire.

Employee's Signature	Date
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SUPERVISOR'S REVIEW (To Be Completed By Incumbent's Immediate Supervisor)

It is essential that you thoroughly review the contents of this questionnaire and ensure it accurately reflects work being performed. Additionally, you are asked to complete the sections below.

1. What do you consider the most important responsibilities of this position?

- I. Conduct themselves at all times in an ethical manner, making decisions using a systems approach to managing their programs.
- II. Provide leadership, direction, and supervision to staff, including orientation and training, employee development, recognition and motivation.
- III. Incorporate the Oklahoma Health Improvement Plan (OHIP) goals (tobacco cessation, obesity, and improving child health outcomes) into their program and provide leadership to improve and sustain the physical, social, and mental well being of all Oklahomans.
- IV. Prepare for accreditation; utilize performance management/strategic planning quality improvement in day to day operations and effecting public policy

2. What job or jobs would a person in this position likely advance to next?

Deputy Commissioner

3. If this position is a supervisory position, what is the total payroll cost for which this position is responsible?

\$8,014,915.00

4. What do you see as the key end results of this position that most accurately indicate the incumbent's performance?

Meeting the goals and objectives as they relate to agency mandates, improvement plans, business plans, improved health outcomes regarding a decrease in tobacco use and obesity while improving health outcomes for children.

Using the core public health functions (assessment, policy development, and assurance) to be effective in communities, partnerships within communities and programs

5. In what areas would you normally assist an incumbent with guidance and advice to achieve the position's objectives?

Statewide program development, budget development, agency policy and procedures, legal interactions with legal counsel, liaison to commissioner of health and other deputy commissioners on extra-ordinary occurrences.

6. What knowledge, skills and abilities and experience do you consider to be most critical for this position?

Masters Degree in Public Health field, experience as a health program administrator in multi-faceted organization, proven success using their leadership and skills.

As the supervisor/manager of this position I agree this is a complete, accurate, and thorough reflection of the responsibilities and accountabilities of the described position.

Supervisor's Signature	Date
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As the commissioner/chief operating officer/deputy commissioner, I have reviewed the information presented and agree that is a complete, accurate, and thorough reflection of the responsibilities and accountabilities of the described position.

Commissioner/Chief Operating Officer/Deputy Commissioner's Signature	Date
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